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Assignment # 2 – Master Schedule

EDUC 646 – School Resource Management

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**Master Schedule Overview**

In examining the schedule for Mudville High School for the 2011-2012 School Year, I decided that there would be more academic and professional development opportunities in going with a traditional, fifty-four-minute, seven-period-schedule, with the option of an 8th period. The reason I included the 8th period option was for students who need additional support or extra passing credit to transition to the next grade. Instead of retaking a class and doubling up on content during normal school hours, identified students must stay after school to re-attempt the credits necessary for progression and eventual graduation. This will help increase student accountability while ensuring that students who need to re-take the course will not detract from students taking the course for the first time. In an attempt to alleviate additional funding, I have staggered a few teachers to come in a block later – these teachers will be responsible for helping to maintain the 8th Block. Since we are at 23.5 FTE and under our 24.5 allocation, I had some wiggle room to offer additional pay for anyone who wanted to stay after to help us round out interventions in five academic areas – science, English, math, and literacy. For teachers B & I, they have agreed to work for a stipend which will help cover their additional class time and planning according to the MTA (Mud Teacher Association) standards. There are also several teachers who will fill dual roles – Teacher J, for example, will serve as both a physical education teacher as well as a dean.

**Plan Time, Data, & PD**

I have designated a fifty-four minute block of protected individual plan time for each teacher. In addition, I have attempted to structure an additional fifty-four minute slot to alternate between professional development and common plan/data analysis time for 2nd, 3rd, 5th, and 6th periods. On Mondays and Fridays, we will have data discussions and common planning based off of those discussions and learning. At least once every three weeks, an administrator will facilitate a meeting with each team to help set team goals based on both successes and concerns. On Tuesdays and Thursdays, administration will rotate through common professional development sessions – Wednesdays will be designed as “Differentiation Days,” in which teachers have the option of driving the pd sessions based on their professional interests and/or needs.

**Media Center & Study Halls**

Due to the large capacity of the media center, “study halls” will take place as each teacher leading study hall will run the media circulation desk with appropriate and trained student assistants. The study halls will be structured as study and enrichment centers – teachers running study halls will be trained in supporting students with research and assisting students with study strategies. In this way, we will not, at the present time, require a full-time media center person.

**The Strengths**

Balance - In looking at the schedule, I feel that it is fairly balanced – courses are spread appropriately, allowing for more potential flexibility in individual student scheduling. There are no courses which are “doubled up” – no class is offered more than once in the same period, once again providing a broader spectrum of possibility for students.

Preps – for the most part, with the exception of teachers who have dual roles or that have agreed to an additional amount, I feel that the preparation load for each teacher is equitable. Most teachers have three, which seems a manageable amount. I also tried to tap into a teacher’s major preparation background in assigning courses as I could – if this were a real-case scenario, I would have department chairs review the draft (which would have ideally been made based, in part, on their feedback) to look for any issues and to help me address them.

8th Block – I like the built-in period for intervention, which will hopefully help promote student accountability by providing smaller group and teacher-intensive settings.

**Weaknesses & Areas of Growth**

Professional Development/Data – While I like the concept, the teams are very inconsistent in number. I feel that, while the time was structure to ensure content and vertical discussion for the academic core classes, many electives/enrichment teachers are scattered all over the place. I do not want to give the impression of marginalizing any teacher and want to make sure that the pd will be relevant for all teachers and staff. The schedule could also use an overhaul for efficiency – currently, there are only three participants (Arts and Language content) for the second period – other arts and electives teachers have different PD times, which strikes a dent into the intentions of having common data discussions all across the board.

Duty & Supervision – I have yet to address as to whether or not I have suitable certified supervision – I would have the Building Leadership Team help determine appropriate duty schedules. Teacher J will serve in a semi-dean capacity, but I’m wondering if it we will need to revamp this. I did place Teacher J in duty and supervision during the lunch periods, which will be the most likely times which students will act out. I also feel as if I’m short-changing Dean J in the fact that he is not specifically assigned to PD or data discussions – this will be something I need to work out without taking his plan time away. I’m wondering if maybe there could be some sort of rotation, or if Teacher O would be willing to plan for physical education and free up Dean J to attend PD during his plan.

Spanish I – According to the tallies, only five people signed up for Spanish I. I would encourage Teacher N to promote the Spanish program – with only five students, I could not justify the class for this term unless I explored some sort of alternate independent study.

Ambiguity – Honestly, I interpreted some of the courses – for example, I wasn’t sure what “Design I” was in context, so I acted as if it was a computer class – I also added a “career apps” class for Teacher F – which would serve upperclassmen in helping them apply for jobs and colleges. Also, while I was conscious of balancing the student load, I would like to ensure that we have adequate placement for every student each period.

**Reflection**

Overall, I really enjoyed this exercise. It was challenging and a little daunting at first, but once I got into it, I felt comfortable and enjoyed exploring different possibilities regarding scheduling. As I worked on this schedule, I began to think of Teachers A-Z as real people, which allowed me to empathize and make sure that I was doing my best to advocate for their conditions. While I know it’s far from a masterful work, I feel that this would serve as a good starting draft for Mudville High School.